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ABSTRACT

This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities complete a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 19 indicators used for the academic year 2000, 5 were superior, 12 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, learner-centered education, tuition and fees, undergraduate accountability, public-private partnerships, the governor's task force on higher education, the Arizona Partnership for the New Economy, and biennial budgeting; and campus highlights for each of the three universities. (RH)

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Arizona University System 2000 Report Card

Arizona Board of Regents
Arizona State University • Northern Arizona University • The University of Arizona

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Arizona University System 2000 Report Card

Dear Citizens of Arizona:

Since joining the Board of Regents six years ago, I have witnessed solid, steady improvement in the way Arizona's public universities operate. Our targets for improvement have ranged from accountability of faculty to effective use of buildings and facilities to privatization opportunities and to improvements in the way innovation is shared with the private sector.

A sustained focus by my colleagues and I on institutional accountability has encouraged Arizona State University, Northern Arizona University and the University of Arizona to serve students better by providing more access to required classes and academic advisors; making available more sections of classes to match demand; enhancing opportunities for interaction between undergraduate students and ranked faculty; and streamlining graduation requirements to encourage timely completion of studies. In addition, this Board has worked with the institutions to lower administrative overhead and improve the efficiency of resources provided through the state general fund, tuition and fees, gifts, grants and contracts.

In short, we have pushed these universities to operate in a more business-like manner, because the public's business deserves nothing less. That's the philosophy and spirit behind this annual accountability report.

You will find that the universities have made important improvements in the last year, reflecting that the reforms and initiatives are making headway. You will also find that not everything is perfect – we have more work to do and more changes to initiate.

We believe the Board – and the Universities – are on the right track. By keeping our attention focused on key priorities and measuring our forward progress, we can sustain and enhance the university system for the Grand Canyon State.

— George H. Amos, III, President
The Arizona Board of Regents



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Arizona University System 2000 Report Card

Purpose of the Report Card

Arizona's public universities serve broad and diverse communities across a vast geography that includes downtown urban centers as well as remote, rural hilltops and river valleys. Their pursuit of excellence involves balancing changing public policies, finite resources, rising expectations and the dynamic needs of students. Arizona State University, Northern Arizona University and the University of Arizona continue to build on their achievements as outstanding instructional and research institutions. They show accountability by reporting on their performance and achievement. This annual report is designed to inform the public, elected officials, business leaders and students about the universities' progress and milestones. It reflects up-to-date information collected and analyzed by the universities and the Board of Regents staff. It is intended as a balanced, accurate reflection of where the universities excel and where they need to improve. The measurements in the report card are updated and refined as appropriate: in some cases, information reported for an indicator may be slightly different than information used in previous editions. The date on the cover reflects when the report card was issued; the data inside generally reflect results from the prior full academic year.

The Process for Developing the Report Card

The universities completed a self-assessment for each performance indicator. The self assessments are reviewed, along with other factors, by the Regents in assigning grades. The grades reflect a consensus of the Board and its best effort to measure value, assess trends, and establish benchmarks for on-going improvement and communication. The indicators in the Report Card establish a baseline against which future performance will be measured and reported.

In addition, the Board and the Universities continuously refine and focus the performance measures. An initiative to consolidate various internal measures is underway and may shape standards and benchmarks in subsequent editions.

Grading System for the Report Card

One of four levels is assigned to the progress of the universities on key benchmarks or institutional goals:

Superior Performance: Goals have been met or exceeded, or results compare favorably with established benchmarks, or a high level of baseline performance is shown, or a qualitative indication of excellence is demonstrated.

Satisfactory Performance: Progress has been made but performance has not met goals, or performance is above average, or performance exhibits competence and initiatives for improvement are underway.

Needs Improvement: Limited evidence of positive change or performance is below expectations and no initiative for improvement is underway.

Unsatisfactory: No evidence of positive change; no initiative for improvement is underway.

Alignment with University System Strategic Plan

The Arizona Board of Regents has established seven strategic directions for improving the quality of the Arizona University System:

- | | |
|---|--|
| <ul style="list-style-type: none"> 1) <i>Improve undergraduate education</i> 2) <i>Strengthen graduate education</i> 3) <i>Develop research and encourage economic development</i> 4) <i>Provide access to Arizona's universities</i> | <ul style="list-style-type: none"> 5) <i>Capitalize on new technologies</i> 6) <i>Strengthen relationships with constituent groups</i> 7) <i>Improve efficiency</i> |
|---|--|

The Report Card Indicators align with the strategic directions in the following manner:

Improve undergraduate education	Page	Capitalize on new technologies	Page
• Access by undergraduates to regular faculty	4	• Students served by online courses and other alternative modes of delivery	6
• Satisfaction with academic advising	3		
• Student retention and graduation rates	3		
• Success of university alumni	4		
• Ability to progress in academic programs	3		
• Success of upper division transfer students	4		
		Strengthen relationships with governmental, educational, and constituent groups (This Report Card itself is published and distributed to strengthen key relationships.)	
Strengthen graduate education		Improve Efficiency	
• Nationally recognized programs	9-11	• Privatization efforts	7
		• Teaching load	7
Enhance research and economic development		• Proportion of state funds used for instruction	7
• Patents, licenses, and inventions	6	• Administrative efficiency	7
• Grants and contracts	6		
• Economic impact on local communities	9-11		
• Contributions to economic development	9-11		
Assure access to public higher education			
• Development of distance education programs	6		
• Success of transfer students	4		

CATEGORY 1: Improving the Quality and Effectiveness of Undergraduate Education

Figure 1.1

Percentage of Entering Freshmen Who Persist One Year or Graduate in Six

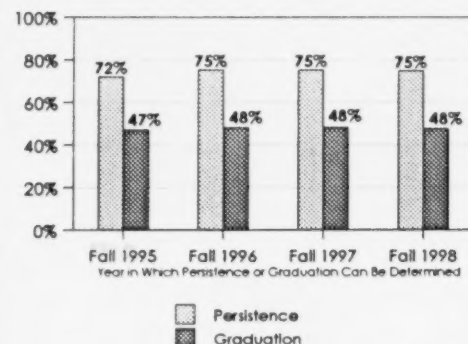
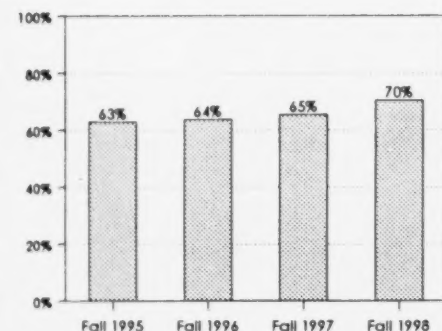


Figure 1.2

Percentage of Students who Reported Being Satisfied or Very Satisfied with Academic Advising



Ability of students to progress in their academic programs: Timely, efficient completion of studies toward a degree is important to students and to the universities. The universities track the percentage of general studies completed by the end of the sophomore year or survey students about course availability. The university measures have remained relatively constant over the past few years, with approximately 80% of general education requirements having been taken by the time students attain junior status, and about 70% of those surveyed reporting course availability in general education courses.

Rating: Superior _____ Satisfactory ☒ Needs Improvement _____ Unsatisfactory _____

Percentage of seniors graduating without excess hours: The current standard requirement for the completion of most baccalaureate degrees is 120 credit hours. More than 85% of undergraduate students are enrolled in programs that require 120 hours for graduation. The current convention regarding the level at which students are considered to have accumulated excess credit hours is 160 credit hours. Transfer hours from Arizona Community Colleges are not included in this calculation. The most recent data indicate that the percentage of students who graduate with excess hours remains very low, falling from 1.9% in Fall 1997 to 1.6% in Fall 1998.

Rating: Superior ☒ Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

Rates at which students stay in school and graduate: The universities assess the effectiveness of the support they provide students by tracking how many freshmen return for their sophomore year and how many graduate within six years. Both persistence and graduation rates have remained relatively constant over the past four years. (Figure 1.1)

Rating: Superior _____ Satisfactory _____ Needs Improvement ☒ (+) Unsatisfactory _____

Satisfaction of students with academic advising: Academic advisors guide students in selecting and scheduling coursework that leads to the completion of their degrees. More than 70 percent of students surveyed in the most recent year were satisfied or very satisfied with advising. This indicates a noticeable increase in satisfaction (Figure 1.2).

Rating: Superior _____ Satisfactory _____ Needs Improvement ☒ Unsatisfactory _____

CATEGORY 1: Improving the Quality and Effectiveness of Undergraduate Education

Figure 1.3

Percentage of Lower-Division Students With Two or More Classes Taught by Regular Faculty

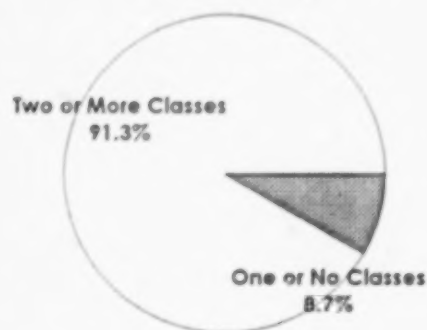
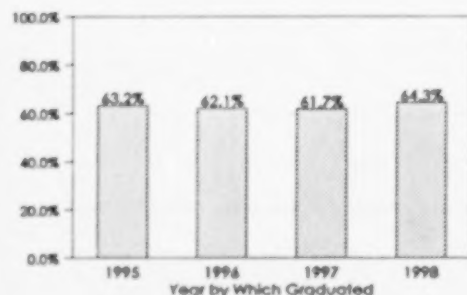


Figure 1.4

Four-Year Graduation Rates of Upper-Division Transfer Students



Success of alumni: Arizona employers or employers who interview on campus are surveyed regarding their satisfaction with Arizona University System graduates. There is strong agreement among employers that graduates are satisfactory or better, with an average of 84% of employers rating graduates in one of these categories.

Rating: Superior _____ Satisfactory ☒ (+) Needs Improvement _____ Unsatisfactory _____

Access to regular faculty by undergraduate students: The universities measure the classroom contact of lower-division students with regular faculty (tenure and tenure track faculty, instructors, and lecturers are included as regular faculty; graduate teaching assistants and associates, and part-time faculty paid on a per-class basis are not). 91.3% of lower-division students have two or more courses per semester taught by regular faculty. This measure has been fairly constant over the past few years. (Figure 1.3)

Rating: Superior _____ Satisfactory ☒ (+) Needs Improvement _____ Unsatisfactory _____

Success of Transfer Students: This indicator measures the completion rates of students who enter the universities at the junior level or above, usually from an Arizona community college. The most current year's data show that the percentage of transfer students who graduate within four years of their transfer to the university is 64.3%. (Figure 1.4)

Rating: Superior _____ Satisfactory ☒ Needs Improvement _____ Unsatisfactory _____

CATEGORY 2: Demonstrating the Quality of Instruction

Figure 2.1

Percentage of Faculty With Good or Excellent Teaching Ratings

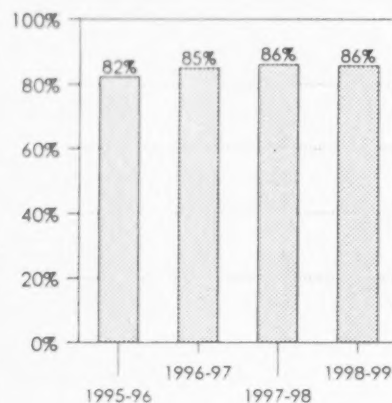
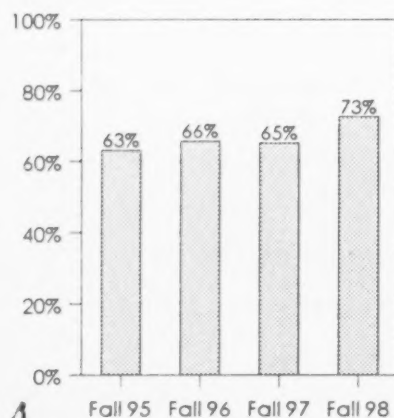


Figure 2.2

Top High School Scholars Enrolling at Arizona's Public Universities



Percentage of faculty with "good" or "excellent" teaching ratings: The universities track students' ratings of the teaching performance of faculty. The most recent data show that more than 85.6% of faculty were rated as "good" or "excellent" by students. This measure has increased over the four-year period covered by the Report Card, but appears now to be holding constant. (Figure 2.1)

Rating: Superior ☒ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory ☐

Overall student/alumni satisfaction with faculty: The universities survey students and alumni to determine their level of satisfaction with faculty interest in and concern for students, their education, and their career plans. Combining data from the most recent survey from the universities indicate that 78% are satisfied or very satisfied. This percentage fluctuates rather dramatically, having changed from 74% to 72% to 87% to 78%. Overall, however, there appears to be an increase from the inception of the Report Card.

Rating: Superior ☐ Satisfactory ☒ (+) Needs Improvement ☐ Unsatisfactory ☐

Top Arizona high school scholars attending Arizona universities: The universities strive to attract and retain top student scholars (as defined by the top 10% of the previous year's high school graduating class). 72.6% of the top high school graduates from 1997-98 entered an Arizona university in 1998, a substantial increase over previous years. (Figure 2.2)

Rating: Superior ☒ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory ☐

New National Merit Scholars entering Arizona universities each year: Strong instructional programs enable the universities to attract top student scholars from throughout the United States. In 1999, 195 new National Merit Scholars entered Arizona's public universities, a substantial increase over previous years. Over time, there has been a more gradual increase in the number of National Merit Scholars entering Arizona's public universities.

Rating: Superior ☒ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory ☐

CATEGORY 3: Demonstrating Excellence & Innovations

Figure 3.1

Research Grant and Contract Expenditures (in Millions)

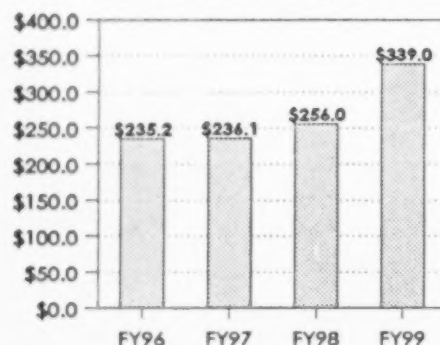
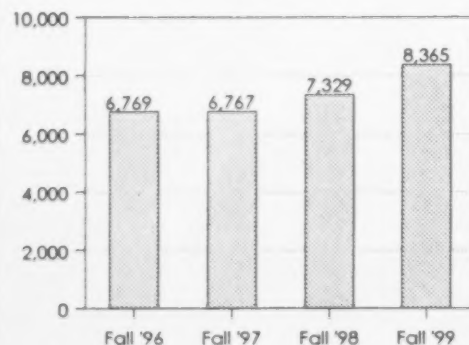


Figure 3.2

Student Registrations in Electronically Delivered Courses



New patents and licenses: Through intensive research by faculty and students, universities document new patents, apply for additional patents, grant licenses for using technological breakthroughs, and make disclosures of new inventions. The average number of patents and licenses in a year has increased to 76 for the period from FY97 to FY99, up from 53 for the period from FY96 to FY98.

Rating: Superior _____ Satisfactory ☒ Needs Improvement _____ Unsatisfactory _____

Research grant and contract expenditures: Research at the universities expands the body of knowledge and provides opportunities for students to participate in leading-edge studies. The universities track the level of external research funding on a yearly basis. Research expenditures and funding have been shown to contribute significantly to local economic development. The most recent data show that research grant and contract expenditures have increased 32.4%, from \$256.0 million in FY98 to \$339.0 million in FY99. (Figure 3.1)

Rating: Superior ☒ Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

Use of new technology to deliver instruction: Technology provides new dimensions for classroom instruction as well as service to a broader community. In Fall 1999, there were 8,365 student registrations in courses that were provided via electronic delivery modes, an increase of 14% over last year and 24% over the year before that. (Figure 3.2.) In addition and more importantly, the quality of many other classes has increased significantly as a result of the inclusion of new technologies as a communication or teaching modality.

Rating: Superior _____ Satisfactory ☒ (+) Needs Improvement _____ Unsatisfactory _____

Progress toward implementing collaborative on-line academic degree programs: Collaborative programs for a Baccalaureate in Agricultural System Management and a Master's in Engineering are now available. A Joint PhD in the Theory and History of Art will begin in Fall 2000. Each of these programs have coursework available on-line.

Rating: Superior _____ Satisfactory ☒ Needs Improvement _____ Unsatisfactory _____

CATEGORY 4: Improving the Utilization of Resources

Figure 4.1
Student Credit Hours
Per Full-Time Faculty Member

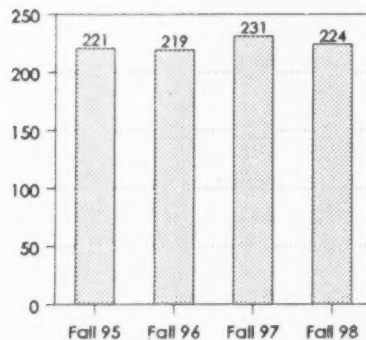
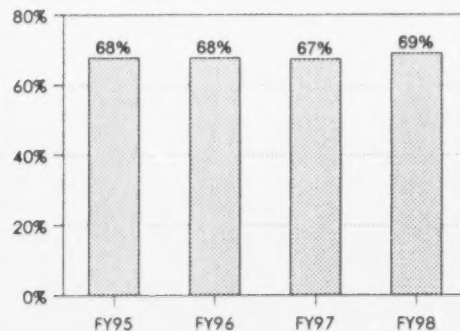


Figure 4.2
Proportion of State Operating Budget
Used for Educational Activities



Privatization of university functions: Arizona's universities have continued to involve private sector entities in auxiliary services and functions where appropriate. An external review committee completed a study of privatization in the Arizona University System in mid-1999. The Board approved plans to implement 26 of the recommendations of the committee. (This indicator was not graded in 1999, pending completion of the external review.)

Rating: Superior _____ Satisfactory ☒ Needs Improvement _____ Unsatisfactory _____

Participation of faculty in instructional activities: Ranked and full-time faculty are the primary teaching resource of the universities. Faculty contact with students is tracked to ensure that students have contact with faculty. Faculty contact with students in Fall 1998 was 224 student credit hours (the credit hours of each course multiplied by the number of students enrolled) per full-time faculty member in 1998-99. This measure fluctuates somewhat, but in spite of the decrease since last year, there appears to be an overall increase since the measure was first employed in the 1997 Report Card. (Figure 4.1)

Rating: Superior _____ Satisfactory ☒ Needs Improvement _____ Unsatisfactory _____

Proportion of state operating budget used for educational activities: Providing quality instruction and strong instructional resources is a high priority for Arizona's University System. The universities track the percentage of state operating resources, including general fund appropriations and tuition and fees, used for instruction and student-related expenditures. This has increased from 67.4% in FY96 to 69.0% in FY98. (Figure 4.2)

Rating: Superior _____ Satisfactory ☒ (+) Needs Improvement _____ Unsatisfactory _____

Efficient use of resources for primary institutional functions: The foremost missions of the universities are to instruct students, conduct research, and provide public service. The universities track the portion of their resources earmarked for those core functions and the portion that is used for administrative purposes. As a percentage of total expenditures, administrative costs were 8.1% in FY98, down from 8.3% in FY97. These costs included the expense of successfully achieving Year 2000 compliance.

Rating: Superior _____ Satisfactory ☒ Needs Improvement _____ Unsatisfactory _____

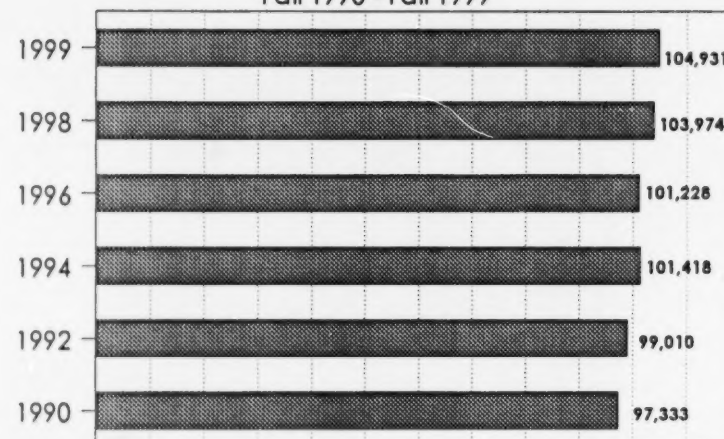
Scope, Size and Character of the Arizona University System

The following facts and figures provide further explanation of the condition of the Arizona University System and offer greater context to the indicators presented in the body of the Report Card. They represent a snapshot of the system as of Fall 1999:

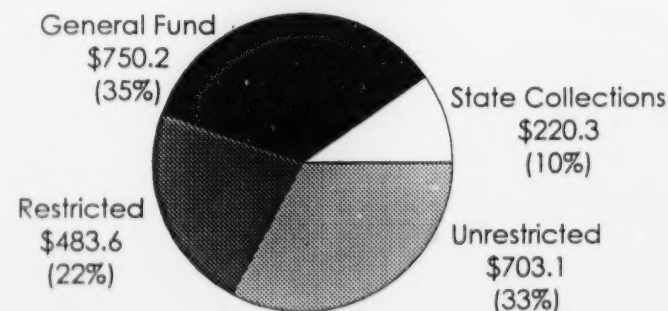
- Enrollment levels and patterns: Enrollment of nearly 105,000 students at three main campuses, three branch campuses, and more than 220 centers and sites around Arizona
- Number of degrees awarded by type of degree (1998-99):
 Baccalaureate degrees 15,066
 Graduate\professional degrees 6,667
- Sources and uses of funds: Funds are divided into four main categories: general fund revenues (appropriations from the State), collections (tuition and miscellaneous revenues in support of the state operating budget), designated funds (which include auxiliary enterprises such as bookstores and dormitories (local collections (tuition in support of local activities financial aid debt service and plant fund) and restricted monies (gifts, grants, and contracts). For FY 2000, revenues from all sources are estimated at \$2.157 billion.
- Economic impact on local communities: Arizona's universities receive funding from the state, and the universities give back technology, trained workers, payroll, local purchases, and a broader tax base to the economy of the state. The overall annual economic impact of the universities is estimated to be more than \$5.3 billion.
- Number of employees: The University System employs more than 27,000 full and part-time staff who live and work in communities throughout the state.
- Value of Building System: It is estimated that the replacement cost of the more than 1,700 buildings of the universities is \$3.9 billion.

Arizona University System Enrollment

Fall 1990 - Fall 1999



All Funds Operating Budget, Sources of Funds, FY2000 Total: \$2.157 billion



ARIZONA UNIVERSITY SYSTEM 2000 REPORT CARD-8

Achievements of the Arizona Board of Regents

Arizona's public university system encompasses two Research I universities and one Doctoral granting institution. The institutions provide top ranked academic programs, and employ faculty members who are leaders in their field. Maintaining the quality of a strong university system is the responsibility of the Arizona Board of Regents. The Board has made a commitment to making higher education accessible to all of Arizona's citizens.

Greater Accessibility: In line with legislative enactments, the Board has increased access to Arizona's universities by changing policy to allow honorably discharged military personnel who declare Arizona as their state of legal residence to pay in-state tuition rates. Admission and merit waiver policies also have been changed to give home-school and charter-school students fair access to Arizona's universities.

Learner Centered Education: The Board has conducted a year-long review of learner centered education to identify ways to keep concentrating undergraduate learning more on the student.

Tuition and Fees Process: The Board has implemented a new tuition and fees process that was proscribed by the legislature last year. The Board will publish notices of meetings scheduled to consider tuition and will for the first time consider all class fees that require Board approval at the tuition meeting. The Board will once again have an annual tuition hearing to allow students from across the state to address the Board about their concerns.

Undergraduate Consolidated Accountability Report: The Board has streamlined university reporting on processes and outcomes for improving undergraduate education with this consolidated report. The universities continue to measure and make progress in areas such as course availability for lower-division students, classroom environment and technology, graduation and retention rates, and

employer satisfaction with graduates.

Public-Private Partnerships: Continuing its efforts to reach out and work with the public sector, Regents established an external review committee to study opportunities for privatization at Arizona's public universities. The universities are currently implementing 26 recommendations made by the committee.

Governor's Task Force on Higher Education: Members of the Board as well as the university presidents and the Board's executive director are working with the business community and representatives from higher education across the state to develop a blue print for higher education in Arizona for the next 20 years.

Arizona Partnership for the New Economy: Key representatives from the universities have been tapped by Governor Hull to assist in developing a strategy for the new economy that is expected to continue developing into the new century. Arizona's universities are integral to Arizona's efforts to build a strong economic engine under the new economy.

Biennial Budgeting: A change approved by the Arizona Legislature in 1997 required the university system to submit a biennial budget. The first two-year budget was submitted in Fall 98 for Fiscal years 2000 and 2001. Using guidelines provided by the Governor, the universities submitted a disciplined request for supplemental funds for the second year of the biennium.

Arizona State University Highlights

- The freshman class for Fall, 1999 includes a record 892 Regents' Scholars and a record 132 National Merit Scholars. ASU has enrolled 233 new National Merit Scholars in the past three years, compared to only six enrolled in 1991.
- A record 2,560 students are enrolled in the Craig and Barbara Barrett Honors College at ASU. The Barretts made a strong statement about the importance of the Honors College with the donation of a \$10 million endowment to fund scholarships and special programs.
- Three ASU students won top prizes in the 1998 American Society of Landscape Architecture National Student Design Competition.
- ASU has the highest number and highest proportion of Hispanic faculty of any major research university in the United States.
- The percentage of baccalaureate degrees granted to minority students has increased from 9.9% in 1988 to 16.7% in 1998.
- The National Science Foundation awarded \$2.5 million to ASU for a five-year project to increase graduate degrees received by minorities in science, mathematics and engineering.
- The CPA Personnel Report ranked the Main Campus, College of Business's School of Accountancy and Information Management among the nation's top 10 public institutions. In addition, the College's MBA program was ranked 43rd in the world by the London Financial Times.
- Three ASU history professors, Stephen J. Pyne, Vicki Ruiz and Peter Iverson, have been named among the year's top academic authors by Choice Magazine, a publication of the Association of College and Research Libraries.
- Marketing professor Rajiv Sinha was selected for the Fulbright Distinguished Chairs in New Product Development. There are only 31 Distinguished Chairs awarded each year.
- Physics professors John Spence, Jian Min Zuo and Moon Kim and Chemistry Professor Michael O'Keefe's research was featured in Nature Magazine. Their startlingly clear images of the electron orbitals of a ceramic semiconductor (Cu₂O) were featured on the cover of this international magazine.
- Dr. Clifford Shultz joined the faculty of the Morrison School of Agribusiness and Resource Management at the East Campus as the first Marley Chair in Consumer Food Marketing.
- ASU was one of 7 universities selected to be a charter member of NASA's Astrobiology Institute. Additionally, three of the finalists for

astronaut are graduates from ASU.

- The Kellogg Foundation provided one of its largest grants for ASU's Non-profit Management Institute.
- With support from ASU and the Arizona Education, Association 51 Arizona Teachers have achieved National Board Certification, an advanced teaching credential granted by the National Board for Professional Teaching Standards. The Arizona teachers enjoyed an 81% success rate on the examination which far surpasses the national average of 42%.
- ASU West's College of Education and several public and private sector partners have received a \$1.1 million grant from the U.S. Department of Education for their Preparing Tomorrow's Teachers to Use Technology (PT3) project.
- ASU will lead a U.S. Department of Education funded partnership between the state's three universities, local community colleges and state school districts to improve teacher preparation in science and mathematics. The award to ASU was the largest of 25 partnership grants.
- Enrollment at ASU East increased by 34% to a high of 1466. New degree programs in elementary education, business administration, applied psychology, engineering technology and interdisciplinary studies have been added to the East campus. Bachelors and masters degree programs in environmental resources were moved from ASU Main to the East Campus.
- ASU West increased its ability to address the needs of its service area by developing four new career-oriented and applied master's degree programs and the B.A.S. degree.
- ASU West received its largest gift ever from Edwin K. and Margaret J. Delph. The Delphs established two endowed scholarship funds and also an endowed Visiting Professorship in Ethics.
- In fiscal year 1999, ASU processed 57 new invention disclosures, filed 49 patent applications, was granted 10 new patents by the U.S. Patent Office and signed 12 new licenses or options.
- ASU is a \$2.3 billion force in the Arizona economy according to a study released by the Center for Business Research in the College of Business.



Northern Arizona University Highlights

- NAU's College of Engineering and Technology won the prestigious Boeing Outstanding Educator Award, surpassing other finalists Embry-Riddle Aeronautical University and Iowa State University.
- "Hispanic Outlook on Higher Education" has once again selected NAU as one of the top universities for Hispanics. The Hispanic Association of Colleges and Universities (HACU) named NAU as a Hispanic-serving institution because Hispanic enrollment grew to 10 percent for the first time in university history. Enrollment of Native Americans is 6.6 percent, also a record figure.
- College of Arts & Sciences professor of geology, Larry Agenbroad, is the only American scientist involved in the historic excavation of a perfectly preserved woolly mammoth from the Siberian tundra. Dr. Agenbroad is also on the faculty of the Quaternary Studies program, which he initiated.
- NAU was singled out as a top school in four of 12 categories by the Kaplan Newsweek College Catalog 2000 because it is a "hidden treasure," offers the maximum amount of individual academic attention, accommodates the learning disabled and represents the best value for the tuition dollar.
- The Points of Light Foundation recognized NAU's Pipeline Program as a Daily Point of Light for offering talented, at-risk students the opportunity to attend NAU through a program of mentoring and scholarships. The Points of Light Foundation was created in 1990 in conjunction with former President George Bush's Thousand Points of Light program.
- KPMG LLP loaned the powerful new supercomputer IBM RS/6000 SP to NAU's Center for Data Insight. The IBM SP is so powerful it can process 20 billion calculations per second. The CDI provides a unique and neutral environment

supported by the 14 leading data mining product vendors where corporate users can test the latest of these technologies.



- NAU's College of Business Administration graduated the largest class to date in the Oracle Academic Initiative (OAI). Oracle Corp. started OAI in 1997 to address the critical shortage of information technology professionals. Now more than 425 universities worldwide participate.
- The National Archives and Records Administration (NARA) loaned NAU the Navajo Treaty of 1868 for a year-long display at Cline Library, ending June 1, 1999. More than 14,000 people viewed the treaty at NAU, which is adjacent to the Navajo Nation. It was the first time any Native American treaty has been loaned out by NARA.
- NAU's New Century Honors program is graduating 50 students each year and the number is expected to double each year for the next several years.
- NAU has more than 20 learning centers around Arizona as well as technology-delivered courses to assist place-bound students with family and employment obligations who wish to further their education.

The University of Arizona Highlights

- The National Science Foundation ranks The UA 13th among public universities and 19th among all universities for total research and development spending.
- The UA had 15 Flinn Scholars enroll in 1999 giving a total of 67 Flinn Scholars on campus.
- The UA's graduation rate is highest in 15 year history of data collection.
- The NSF awarded the UA a \$13 million Science and Technology center for hydrology and arid lands studies.
- The UA is one of the ten best universities to integrate teaching and research for undergraduates, says the National Science Foundation, which awarded us half a million dollars so we can teach other institutions how we do it.
- Faculty at The UA continue to be recognized for their world-class accomplishments, including a Nobel Prize winner, 13 elected members of the National Academy of Sciences, eight members of the National Academy of Engineering, five MacArthur "Genius" Award recipients, one Pulitzer Prize winner, and a Vetlesen Prize winner.
- For the third year in a row (1997-99), UMC is among the nation's best hospitals for cardiac care, according to U.S. News and World Report's annual guide to "America's Best Hospitals."
- Fifty-four freshmen National Merit Scholars chose to attend The UA in Fall 1999.
- The UA is the first to offer a Ph.D. in American Indian Studies. This is still the only Ph.D. in Indian Studies in the nation.
- The UA's Athletic Department was ranked 9th in the Sears Director's Cup for 1998-99. National Association of Collegiate Directors of Athletics named Jim Livengood NCAA Division I Athletic Director 1998.
- The National Research Council ranked one third of The UA's graduate programs in the top 25 percent in the nation.
- Cancer research and treatment is a continuing concern at The UA, where medical professionals recently have won \$23 million in research grants for their work, improving the lives and odds of survival for many patients.

- The UA students are among the best in the nation, winning prestigious fellowships and research support from many sources, including Fulbright, Rhodes, Ford, Goldwater, Udall, Flinn, Truman, Marshall, Churchill, Luce, Muskie, AT&T, Hughes, NASA, NSF, NIH, Foreign Language and Area Studies and the U.S. Air Force.
- The UA Mexican American Studies & Research Center and the College of Medicine were awarded a \$1.2 million, three-year training grant to create a "Hispanic Center of Excellence."
- The MIS department at The UA has been ranked as one of the top 5 departments in information systems for the last ten years.
- The UA College of Pharmacy is ranked 7th in the nation by U.S. News and World Report.
- David Kingery, Regents Professor of Anthropology and Material Science and Engineering, was the recipient of the internationally prestigious Kyoto Prize for seminal contributions to his discipline.
- Astronomers at the Mount Graham International Observatory made the first observations of a source outside our Milky Way Galaxy at the shortest wavelengths possible from Earth.
- UA South continues to prosper. The Foreign Language Program, through their affiliation with the Department of Defense, continues to reach national and international prominence. Moreover, two new buildings are being constructed this year, one funded by the State of Arizona, and the other by the community in southern Arizona.
- Produce aisles are increasingly filled with vegetables from commercial greenhouses. The UA College of Agriculture is heavily involved in this research which stabilizes crop production and availability for the consumer, provides a tax base and other monies for rural counties, and saves water due to the controlled environment.



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